

# Year 5 Weekly Plan - w/c 6.7.2020

## Monday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	Read the interview with the famous footballer, Ronaldo. Answer questions 1-6
15-20 mins	Break Time	
10 mins	Times tables Practice	Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12. Timestables Rockstars
30-40 mins	Maths Activity	<p style="text-align: center;">This week, we are going to continue to look at area and perimeter.</p> <p>Today we are going to investigate area of compound shapes. Compound or composite shapes are shapes that are made up of two or more simple shapes. For example, an 'L' shape is composed of two rectangles perpendicular to each other.</p> <p>To find the area of a compound shape, you must find the missing lengths around your L shape and divide the shape into 2 rectangles. Find the area of both rectangles and add them up to give the total area of the compound shape.</p> <p style="text-align: center;">Have a go at answering the following questions:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>    Total: _____ cm<sup>2</sup></p> </div> <div style="text-align: center;"> <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>    Total: _____ cm<sup>2</sup></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>    Total: _____ cm<sup>2</sup></p> </div> <div style="text-align: center;"> <p>Area a: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>    Total: _____ cm<sup>2</sup></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Area a: _____ cm<sup>2</sup>    Area c: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>    Total: _____ cm<sup>2</sup></p> </div> <div style="text-align: center;"> <p>Area a: _____ cm<sup>2</sup>    Area c: _____ cm<sup>2</sup> Area b: _____ cm<sup>2</sup>    Total: _____ cm<sup>2</sup></p> </div> </div>

# Year 5 Weekly Plan - w/c 6.7.2020

		Total: _____	Total: _____

30-40 mins      Lunch time

30-40 mins	Topic/English Activity	<p style="text-align: center;">Different Types of Nouns</p> <p>Today we are going to look at 7 different types of nouns. These are: pronouns, proper nouns, common nouns, concrete nouns, collective nouns, compound nouns and abstract nouns.</p> <p>A pronoun (I, me, he, she, herself, you, it, that, they, each, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody etc) is a word that takes the place of a noun.</p> <p style="text-align: center;"><b>Personal Pronoun Chart</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #00a651; color: white;">Subjective</th> <th style="background-color: #00a651; color: white;">Objective</th> <th style="background-color: #00a651; color: white;">Possessive</th> <th style="background-color: #00a651; color: white;">Reflexive</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">I</td> <td style="text-align: center;">Me</td> <td style="text-align: center;">My, Mine</td> <td style="text-align: center;">Myself</td> </tr> <tr> <td style="text-align: center;">We</td> <td style="text-align: center;">Us</td> <td style="text-align: center;">Our, Ours</td> <td style="text-align: center;">Ourselves</td> </tr> <tr> <td style="text-align: center;">You</td> <td style="text-align: center;">You</td> <td style="text-align: center;">Your, Yours</td> <td style="text-align: center;">Yourself</td> </tr> <tr> <td style="text-align: center;">He</td> <td style="text-align: center;">Him</td> <td style="text-align: center;">His</td> <td style="text-align: center;">Himself</td> </tr> <tr> <td style="text-align: center;">She</td> <td style="text-align: center;">Her</td> <td style="text-align: center;">Her, Hers</td> <td style="text-align: center;">Herself</td> </tr> <tr> <td style="text-align: center;">They</td> <td style="text-align: center;">Them</td> <td style="text-align: center;">Their, Theirs</td> <td style="text-align: center;">Themselves</td> </tr> </tbody> </table> <p>Proper nouns – the name of a place, person or brand (London, Miss Hall, Adidas)            Common nouns – common means happens often and therefore common nouns refer to general things (table, garden, chair, shop, school)            Concrete noun – you can use your 5 senses to experience these (chair, book, boxes, tea)            Abstract nouns – you cannot use your sense to experience these (love, friendship, happiness)            (Common nouns can be concrete or abstract nouns and are the opposite to proper nouns)            Collective nouns – means as a group (<b>flock</b> of geese, <b>bunch</b> of grapes, <b>pack</b> of wolves etc)            Compound nouns – made from two separate parts, sometimes includes a hyphen (bedroom, toothpaste, dining-table)</p> <p style="text-align: center;">Attached at the bottom of the page, is a colouring sheet. Use your knowledge of the different types of nouns to complete.</p> <p>EXT: Have a go at writing a sentence for each of the different types of noun.</p>	Subjective	Objective	Possessive	Reflexive	I	Me	My, Mine	Myself	We	Us	Our, Ours	Ourselves	You	You	Your, Yours	Yourself	He	Him	His	Himself	She	Her	Her, Hers	Herself	They	Them	Their, Theirs	Themselves
Subjective	Objective	Possessive	Reflexive																											
I	Me	My, Mine	Myself																											
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You	You	Your, Yours	Yourself																											
He	Him	His	Himself																											
She	Her	Her, Hers	Herself																											
They	Them	Their, Theirs	Themselves																											

10 mins      Golden Mile/Physical Activity

30-40 mins	PSHE	<p>This activity will ask you how you are feeling about COVID-19 and what you are worried about. The first page is completed for you as an example. Talk through the example with an adult and then complete the blank version on the following page, or make your own. Once you have talked about what is worrying you, please look at the activity that shows some ideas of useful coping strategies to try. The blank activity sheet gives you the space to write your own ideas about what will help you to cope with and feel better about changes that might happen because of COVID-19.</p> <p>Now you have talked about what is worrying you, look at the ideas on this page and talk about whether they may help you to feel better. On the next page, there is a blank activity sheet to which you can add your own ideas. Again you can make your own if you would prefer.</p>
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10-20 mins      Story time/Read a text

## Tuesday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.



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30-40 mins	Reading Activity Wash hands	Read the interview with the famous footballer, Ronaldo. Answer questions 7-12
15-20 mins	Break Time	
10 mins	Times tables Practice	Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12. Timestables Rockstars
30-40 mins	Maths Activity	<p style="text-align: center;">Today, we are looking at area word problems. Use what you already know to help you to work out the answers to these questions.</p> <ol style="list-style-type: none"> <li>1. Each table in a classroom is 110cm long and 55cm wide. What is the area of each table in square centimetres and square meters?             <ol style="list-style-type: none"> <li>a) There are 16 tables in a classroom. What is the total area of the tables in the classroom in square metres?</li> </ol> </li> <li>2. An artificial football pitch is 92 metres long and 41 metres wide. There is a border of grass all around the edge of the football pitch that is 2 metres wide. What is the area of the whole artificial surface?             <ol style="list-style-type: none"> <li>a) If the cost of the pitch is £38 per square metre, what is the cost of installing the pitch?</li> </ol> </li> <li>3. A car park space needs 8 square metre for 1 car. Just considering the spaces for parking, what dimensions for a car park would be needed for 62 cars?</li> <li>4. A carpet costs £4.99 per square metre and underlay costs £2.99 per square metre. A bedroom measures 3.7m by 2.6m. How much will it cost to lay underlay and carpet in the bedroom.</li> <li>5. A patio measures 245cm by 435 cm. What is the area of the patio in square metres?</li> </ol>
30-40 mins	Lunch time	
30-40 mins	Topic/English Activity	<p style="text-align: center;">Grammar Focus - Verbs <a href="https://www.youtube.com/watch?v=eRh6n7_Ou7A">https://www.youtube.com/watch?v=eRh6n7_Ou7A</a></p> <p>Every sentence must contain a verb. A verb is an action or a state of doing (do, do, did), being (is, am, are, was, were, be, being), or having (had, have, has, having). Actions can also be referred to as main verbs and states of doing, being and having are known as auxiliary verbs.</p> <p>Read the sentences and underline the verb in each of them.</p> <ol style="list-style-type: none"> <li>1. Daniel ran in the race.</li> <li>2. Lily danced for her exam.</li> <li>3. Jessica read her favourite books.</li> <li>4. The rabbit hopped away quickly when the car came past.</li> <li>5. The sun shone brightly.</li> <li>6. Guinea pigs eat fresh vegetables.</li> <li>7. Fish swim in deep and shallow waters.</li> </ol> <p>Now rewrite all 7 of the sentences below, changing the verbs to make them more excited. E.g. Daniel sprinted in the race.</p> <p>Some words can be used as both nouns and verbs, which can get very confusing! Read these sentences. Is the underlined word being used as a noun or a verb?</p> <p>An easy trick to remember: The word 'point' can be both a noun and verb. To use 'point' as a noun, put a determiner like a, an or the before it, e.g. Henry sharpened his pencil to a <b>point</b>. (noun) To use 'point' as a verb, put the word 'to' before it, e.g. The little girl started <b>to point</b> out of the coach window. (verb)</p> <ol style="list-style-type: none"> <li>a) The group stood at the front of the class to <u>present</u> their debate speech. _____ Rubbing her eyes in disbelief, Nisha ran over to the <u>present</u> underneath the Christmas tree, _____</li> <li>b) Dad was extremely pleased with the <u>progress</u> Billy had made in Year 6. _____ Victoria was trying to <u>progress</u> into the 100m backstroke final. _____</li> <li>c) Holly was starting to <u>suspect</u> that her little brother had stolen the last chocolate biscuit. _____ After a long chase, the police officer finally caught up with the <u>suspect</u>. _____</li> </ol> <p>Now, it's your turn to have a go at writing two different sentences using the words given: one where the word is used as a noun and one where it is used as a verb.</p> <p>a) scratch</p>

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		b) book c) dance
10 mins	Golden Mile/Physical Activity	
30-40 mins	Art	<a href="https://www.nhm.ac.uk/discover/how-to-draw-a-dinosaur.html">https://www.nhm.ac.uk/discover/how-to-draw-a-dinosaur.html</a> In maths this week you are looking at shape. Watch this video about how to draw a t-rex then use basic shapes to draw your own. Once finished, rub out all of the faint pencil marks and colour in your dinosaur. Don't forget to send us a photograph of it over to <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a> Explore the rest of the National History Museum website to see if there are any other dinosaurs that you could try to draw using basic shapes.
10-20 mins	Story time/Read a text	

## Wednesday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	Read the interview with the famous footballer, Ronaldo. Answer questions 13-18
15-20 mins	Break Time	
10 mins	Times tables Practice	Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12. Timestables Rockstars
30-40 mins	Maths Activity	<p>Today, we are going to be looking at how to calculate the area of triangles. To do this, we need to multiply the base by the height and divide the answer by 2. Have a go at calculating the area of these triangles.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>5cm 10cm</p> </div> <div style="text-align: center;"> <p>7cm 8cm</p> </div> </div> <div style="display: flex; justify-content: center; align-items: center; margin: 20px 0;"> <div style="text-align: center;"> <p>3cm 15cm</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>6cm 12cm</p> </div> <div style="text-align: center;"> <p>4cm 9cm</p> </div> </div>

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		<p>Area = <math>14\text{cm}^2</math> Base = <math>7\text{cm}</math></p> <p>Height = _____</p> <p>Area = <math>20\text{cm}^2</math> Height = <math>5\text{cm}</math></p> <p>Base = _____</p> <p>1.  <p>Area = <math>60\text{cm}^2</math> Base = <math>12\text{cm}</math></p> <p>Height = _____</p> <p>Area = <math>27\text{cm}^2</math> Base = <math>9\text{cm}</math></p> <p>Height = _____</p> </p>
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30-40 mins	Lunch time
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30-40 mins	Topic/English Activity	<p style="text-align: center;">Irregular Verbs  <a href="https://www.youtube.com/watch?v=gZzKeIBC2XU">https://www.youtube.com/watch?v=gZzKeIBC2XU</a></p> <p>Today we are going to have a look at irregular verbs. These are verbs that do not follow the normal pattern of inflection in which the past tense is not formed by adding the usual -ed ending. For example, sing = sang, feel = felt, go = went etc.</p> <p>Fill in the irregular verb.</p> <ol style="list-style-type: none"> <li>1. She sees. Yesterday, she _____</li> <li>2. She swims. Yesterday, she _____</li> <li>3. He drinks. Yesterday, she _____</li> <li>4. She sits. Yesterday, she _____</li> <li>5. She writes. Yesterday, she _____</li> <li>6. He eats. Yesterday, she _____</li> <li>7. He buys. Yesterday, he _____</li> <li>8. He catches. Yesterday, he _____</li> <li>9. He drives. Yesterday, he _____</li> <li>10. He buys. Yesterday, he _____</li> </ol> <p>Rewrite these sentences using the correct verb tense.</p> <ol style="list-style-type: none"> <li>1. There <b>are</b> two birds on the fence. Yesterday there _____ two birds on the fence.</li> </ol>
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		<ol style="list-style-type: none"> <li>2. I <b>am bringing</b> some orange juice to the party. I _____ some orange juice to the party.</li> <li>3. Tomorrow, Billy <b>is going</b> to see the dentist. Yesterday, Billy _____ to see the dentist.</li> <li>4. Sarah <b>jumps</b> over the fence. An hour ago, Sarah _____ over the fence.</li> <li>5. Joey <b>is catching</b> an airplane to Spain. Last year, Joey _____ an airplane to Spain.</li> <li>6. The lion <b>will roar</b> fiercely. The lion _____ fiercely.</li> <li>7. Yesterday, I <b>went</b> to the supermarket. Today, I _____ to the supermarket.</li> <li>8. Tomorrow, the sun <b>will rise</b>. Today, the sun _____.</li> <li>9. There <b>was</b> a huge bear that <b>lived</b> in the cave. There _____ a huge bear that _____ in the cave.</li> <li>10. I <b>couldn't</b> wait to go to the park. I _____ wait to go to the park.</li> </ol>
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10 mins	Golden Mile/Physical Activity	
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30-40 mins	Science/ICT	Using the National History Museum's website <a href="https://www.nhm.ac.uk/discover/dinosaurs.html">https://www.nhm.ac.uk/discover/dinosaurs.html</a> See if you can match the correct cards to the correct dinosaurs. If you finish this quickly, can you make your own matching dinosaurs game with 6 different dinosaurs? Use all of the information on the website to help you. There is lots to explore on the website, even a quiz to see what type of dinosaur you might be.
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10-20 mins	Story time/Read a text	
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## Thursday

Approx. Timing	Suggested Activity	Activity Plan
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10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
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30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
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30-40 mins	Reading Activity Wash hands	Read the interview with the famous footballer, Ronaldo. Answer questions 19 - 24
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15-20 mins	Break Time	
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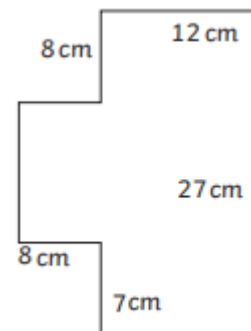
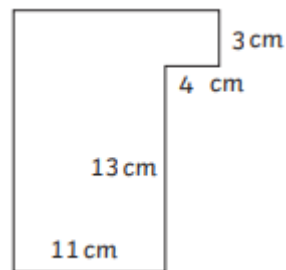
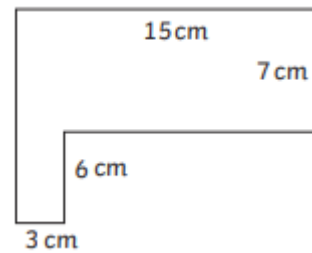
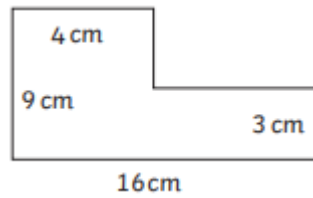
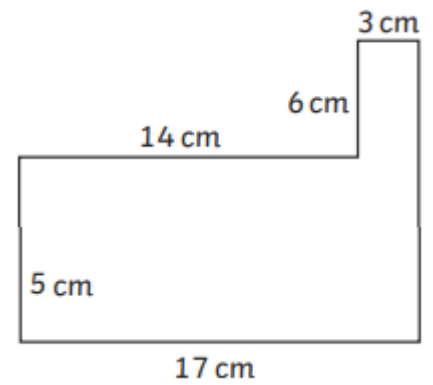
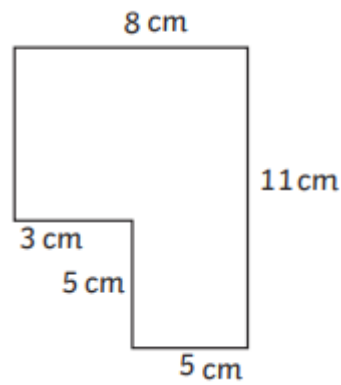
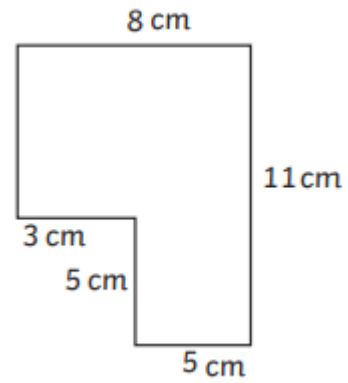
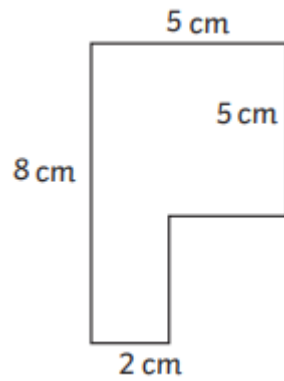
10 mins	Times tables Practice	Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12. Timestables Rockstars
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30-40 mins	Maths Activity	<p>Today, we are going to be calculating the perimeter of composite rectilinear shapes. To do this, you need to add the length of each side to find the perimeter – some of them are missing so you will need to work out the missing lengths too! All the information needed will be in the question, you will just have to work out ALL the missing lengths by using what you do know about the shape. Watch this video to help <a href="https://www.youtube.com/watch?v=ODqAU8H4Agk">https://www.youtube.com/watch?v=ODqAU8H4Agk</a></p> <p style="text-align: center;">Here is an example:</p> <div style="text-align: center;"> </div> <p>Here, I would do <math>9+6+3+6+3 = 27\text{cm}</math>. However, this is not all the lengths as it has not added the highlighted line.</p> <p>To work out the length of this line, I would use what I already know to help me. I know that the length of the line on the right is 6cm and I know that the length of the line on the left is 3cm. This allows me to work</p>
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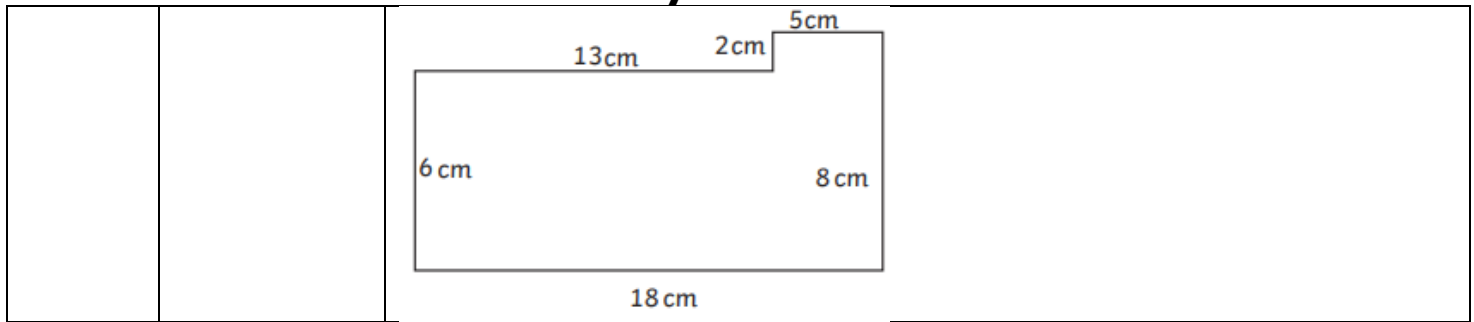
out the length of the highlighted line by completing the equation  $6 - 3 = 3$ . I would then add this to the rest of my equation so that it would become  $9 + 6 + 3 + 6 + 3 + 3 = 30\text{cm}$ .

Have a go at calculating the perimeter of these composite rectilinear shapes:





# Year 5 Weekly Plan - w/c 6.7.2020



30-40 mins Lunch time

30-40 mins	Topic/English Activity	<p><b>Prepositions</b></p> <p>Prepositions are where or when something is in relation to something else and often shows the relationship between two other nearby words e.g. above, below, across, underneath, beside, in, on, off, toward, between, against etc.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. A preposition _____             <ol style="list-style-type: none"> <li>a) tells you where or when something happens</li> <li>b) describes a verb</li> <li>c) shows belonging</li> </ol> </li> <li>2. Which word is a preposition?             <ol style="list-style-type: none"> <li>a) hiding</li> <li>b) look</li> <li>c) after</li> </ol> </li> <li>3. Which word is a preposition: Golem was outside building a wall.</li> <li>4. Which of these is NOT a preposition?             <ol style="list-style-type: none"> <li>a) on</li> <li>b) near</li> <li>c) the</li> </ol> </li> <li>5. Which word is a preposition?             <ol style="list-style-type: none"> <li>a) He</li> <li>b) under</li> <li>c) hid</li> </ol> </li> </ol> <p>The sentences below are all missing a preposition. Choose a preposition from the box below to complete each sentence so it makes sense.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>on      in honour of      inside      at      Due to</p> <p>under      across      In summer      before      through</p> </div>
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		<ol style="list-style-type: none"> <li>1. "Dinner's ready!" said dad as he placed the pizza _____ the table.</li> <li>2. Daniel always goes to breakfast club _____ school starts.</li> <li>3. You have a doctor's appointment _____ 4 o'clock.</li> <li>4. _____ the horrible weather, the BBQ was cancelled.</li> <li>5. _____, we went on holiday to Greece.</li> <li>6. Lucy hid _____ the wardrobe when they played hide and seek.</li> <li>7. Ben finally found his missing toy; it was _____ his bed the whole time.</li> <li>8. They held a party _____ the Queen's Jubilee.</li> <li>9. Courtney had to squeeze _____ the crowd of people to get to her friends.</li> <li>10. Micheala, my best friend, lives in a house _____ the road from mine.</li> </ol> <p>Now, identify and underline all the prepositions in the text. There are 10 altogether, can you find them?</p> <p>Daniel's bedroom was a terrible mess! It looked like a tornado had passed through it and turned everything upside-down! Across the floor, toys were scattered and Daniel's favourite superhero toy had been thrown under the bed. A pile of old magazines were precariously stacked behind the bedroom door, waiting to be knocked over. By his bed, a small table stood, covered in empty sweet wrappers and an old drink carton. Feeling horrified, Daniel's mum hadn't entered the room for several days due to the mess. Behind the wardrobe doors, piles of unfolded and dirty clothes lay screwed up waiting to be sorted. 'I want this bedroom cleaned by tomorrow,' demanded his mum. Daniel walked into his room and lay on his bed. 'I'll do it first thing in the morning,' he thought to himself.</p>
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10 mins	Golden Mile/Physical Activity	
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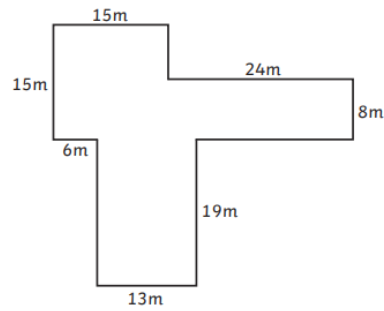
30-40 mins	History	<p style="text-align: center;">When did dinosaurs live?</p> <p>Using the National History Museum's website <a href="https://www.nhm.ac.uk/discover/when-did-dinosaurs-live.html">https://www.nhm.ac.uk/discover/when-did-dinosaurs-live.html</a> Explore when dinosaurs lived. Try and make a timeline of the most well known dinosaurs and list the different periods in which they lived. You can even click to find out what killed the dinosaurs.</p>
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10-20 mins	Story time/Read a text	
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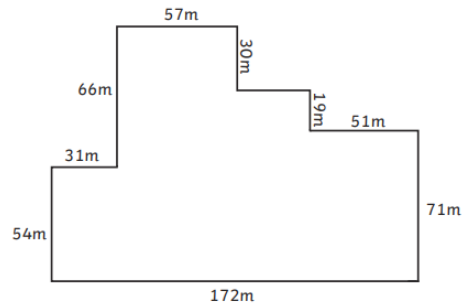
Friday		
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Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	Read the interview with the famous footballer, Ronaldo. Answer the questions about the features of an interview and contracted words.
15-20 mins	Break Time	
10 mins	Times tables Practice	Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12. Timestables Rockstars
30-40 mins	Maths Activity	<p>Today, we are going to answer some perimeter word problems.</p> <ol style="list-style-type: none"> <li>1. The school caretaker needs to price up some new guttering for the whole way round the school building. Work out the total perimeter of the school building from this plan so that he will know how much guttering to buy.</li> </ol>

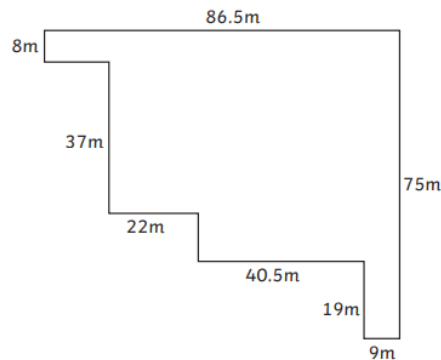
# Year 5 Weekly Plan - w/c 6.7.2020



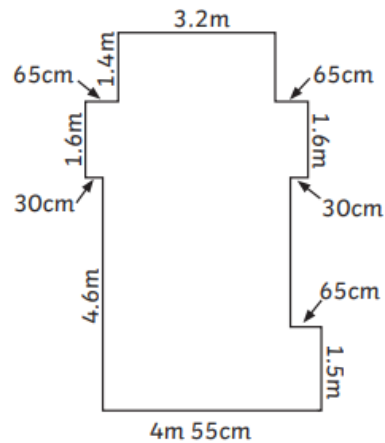
2. Andy is planning a campsite for a music festival. He has a few fields for the campsite but needs to put fencing around the perimeter of the whole site. Work out how many metres of fencing he will need.



3. Joe is a fork life truck driver. Every day, he has to go three times around the perimeter of the warehouse where he works. How far does he travel in one day?



4. A Year 5 teacher wants to decorate their classroom for Diwali by putting up strings of fairy lights around the classroom. Work out the perimeter of the classroom and how many strings of 6m fairy lights she will need.





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30-40 mins	Topic/English Activity	<p style="text-align: center;">Standard English</p> <p>Standard English is the form of the English language that is nationally accepted as the usual correct form and does not use any slang. There is, however, some grammatical variation according to regional dialects.</p> <p style="text-align: center;">Here, we will look at were or was, did or done, I or me, have not of and these/those not them.</p> <p>Were and was are the two simple past forms of the verb 'to be'. Was is used for singular (I/he/she/it was) and were is used for plural (we/you/they were). Did is the simple past form of the verb 'to do' (for example, I did my homework), whereas done is the past participle of the verb 'to do' which is used to create the perfect form of tenses (for example, I have done my homework in the present perfect tense).</p> <p>Underline the correct form of the verbs in the passage below.</p> <ol style="list-style-type: none"><li>1. Even though it were/was old, the computer system at school did/done everything that the children needed so there was/were no need to buy a new one.</li><li>2. When she had some free time, Stella were/was going to try the excellent new café. They were/was dog-friendly and did/done everything they could to be welcoming.</li></ol> <p>Complete the passage below using the past tense of 'to be' and 'to do'.</p> <ol style="list-style-type: none"><li>1. There was a lot to be _____ before the family could leave for their Christmas holiday. So much shopping _____ still necessary and Dad wondering if they _____ ever going to make it!</li><li>2. All the work was _____ by the children who _____ trained by their parents to work with the material. My favourite kite _____ a red, gold and blue one which we bought once it _____ finished.</li></ol> <p>I is a nominative pronoun which means it is the subject of a sentence (I went to the shop), whereas me is an object pronoun, meaning it is the direct or indirect object of the verb in a sentence (He gave me a book). Remove one of the subjects in the sentence to decide if I or me should be used. For example, Adam and I ate popcorn vs Adam and me ate popcorn. Removing the subject Adam, it is clear to see which pronoun should be used (I ate popcorn).</p> <p>Complete the sentences using the correct pronoun: 'I' or 'me',</p> <ol style="list-style-type: none"><li>1. Please don't mention anything to anyone unless _____ tell you any different.</li><li>2. Sarah and _____ couldn't decide what to do at the weekend.</li><li>3. Katie and _____ occasionally arrive at the same time, so she asked if she could get a lift with _____ next week.</li><li>4. The boxes they delivered to _____ had completely taken over the garage, so dad and _____ eventually moved them.</li></ol> <p>Which sentence(s) below has used standard English?</p> <p>A) Lucy, Charlie and I went shopping to buy a special outfit for the occasion. B) Strange things often happen to Charlie, Lucy and I. C) Harriet and me couldn't decide what time to arrive at the party. D) The teacher saw Harriet and me on her way to the library.</p> <p>"Have" and "of" are commonly confused when modal verbs (will/would/could/should/might/must) are followed by the verb 'to have'. When these words are contracted (should've), they sound more like should of, hence the confusion and grammatical error. These and them are commonly confused due to variations in regional dialects (for example, Them people are looking at me versus These people are looking at me). Them and these are both pronouns. Them is an object pronoun and so it is the direct or indirect object of the verb in a sentence. These and those are demonstrative pronouns which can function as both the subject and object of a sentence, replacing the noun, e.g. These (toys) are her toys.</p> <p>Circle the correct word to complete the sentence below.</p> <ol style="list-style-type: none"><li>1. We should have/of used the books in the library to find the answers to the questions.</li><li>2. Them/Those/These are my history books on the bookshelf.</li><li>3. I could have/of sorted the shapes into different groups. The circles and squares can be separated.</li><li>4. Them/Those/These are my favourite kind of chocolate because they have a soft centre.</li></ol> <p>Which of these sentences use Standard English?</p>
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		<p>A) Them potatoes could be used to make a potato salad. B) We should of woken up earlier to catch the flight. C) These shoes belong to the old woman over there. D) Them guards are protecting the castle from an attack. E) These pieces of fruit will be shared equally between you all.</p> <p>Rewrite the sentences that are not standard English so that they are correct.</p>
10 mins	Golden Mile/Physical Activity	
30-40 mins	DT	Collect recycled ,materials from around your house. Things like cereal and egg boxes are perfect. I would like you to make a brachiosaurus, a Tyrannosaurus Rex or a Stegosaurus. You can make it from whatever you can find and I would love to see photographs of the final results sent into us at <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a>
10-20 mins	Story time/Read a text	



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### Reading Material

#### An Interview with Ronaldo

On Saturday 3<sup>rd</sup> June, club giants Juventus and Real Madrid come face to face in what promises to be a spectacular UEFA Champions League final. Juventus are hoping to steal the trophy from last years winners, Real Madrid, but I'm here to talk to somebody who intends to stop that from happening.

Interviewer: Cristiano Ronaldo, thank you so much for taking the time to talk to me. I imagine you're pretty busy at the moment?

Ronaldo: It's a pleasure. I'm always happy to take time out for my fans.

Interviewer: 2016 was quite a year for you. You were voted player of the year by FIFA, UEFA and La Liga; you were also a crucial member of the teams that bagged last years FIFA Club World Cup, UEFA Champions League and UEFA European Championship. Do you think you will be just as successful this year?

Ronaldo (smiling): It was a pretty great year for me, wasn't it? I'm just really proud and honoured to be playing for Real Madrid and Portugal. Football is my life and I'm lucky enough to be working with so many talented players. We get the job done!

Interviewer: People who know you say that you're an incredibly ambitious person. Is that true?

Ronaldo: Absolutely! When I'm on a football pitch, victory for my team is the only thing that matters. I like to win trophies and that's what the supporters want too.

Interviewer: You're 32 years old now; have you had any thoughts about slowing down or retiring?

Ronaldo (laughing): Not yet! I'm still 100% motivated. It's my job to help the team win, either by scoring goals or by assisting others. When I put in a great performance, it makes my fans happy, which obviously makes me happy. This is what I've been doing since I was 17 and I feel that I've got so much more to give.

Interviewer: What makes you such a great player?

Ronaldo: Natural ability –obviously! It's also important to have good physical strength and fitness. An ability to read the game and have lightning reflexes is paramount too. As a kid, I would practise all the time. It's crucial that you can score a goal with either foot or your head. It keeps the goalie on his toes!

Interviewer: How are you preparing for the upcoming Champions League final?

Ronaldo: I can't tell you too much as I don't want to give anything away that might help Juventus during the game! We have closed training sessions which means that help Juventus during the game! We have closed training sessions which means that no cameras or journalists can be present. Team tactics must be kept secret. I can tell you though, that I always eat well, rest properly and listen carefully to what the coaches tell me. It's a

privilege to be part of a top flight team like Real Madrid and I have to earn my place on that team, just like everyone else. If I don't focus, or try my best, then I can expect to be dropped. No player wants that to happen.



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Interviewer: The final is being played at the National Stadium of Wales. How do you feel about that?

Ronaldo: It's a fantastic stadium and neutral ground for both teams, which is important. I love the fact that it has a retractable roof too, as I know from experience that it can rain a lot in the UK. I also get to show off my incredible skills in front of 75,000 people!

Interviewer: How do you rate your chances against Juventus?

Ronaldo: We have played Juventus many times before and I think they're a great team. Some would say that there isn't much to separate us but I must always go into a game believing that we will win.

Interviewer: You are sponsored by several mega global companies. Is that something you enjoy doing?

Ronaldo: I'm flattered that so many people want me to advertise their things. Football is a fairly short-lived career so I need to make sure the future is secure for my family. I see so many talented players whose careers are suddenly cut short through injury. I'm a successful athlete and one of the top goal scorers in the world; I also have over 200 million social media followers. This is why companies like me to advertise their products.

Interviewer: You are widely regarded as being one of the two best players of your generation. The other playing being Lionel Messi. Is it true that there is conflict between the two of you?

Ronaldo (sighing): I get asked that question a lot! I've a great deal of respect for Lionel and I think we both share a passion for wanting to be the best. It's fair to say that we play a different type of football but we are both incredibly successful in our own way.

Competition can be a good thing; it encourages you to improve your own game. It's inevitable that the media are going to compare us and it pleases them to think that we have some sort of bitterness towards each other. That's just not true.

Interviewer: Thank you so much for taking the time to talk to me today. I wish you success for the UEFA Champions League final and I hope you continue to thrill us with fantastic football for many years to come.



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### Section A

1. Why is Ronaldo being interviewed?

2. What is the purpose of the brackets?

3. What type of word is lightning in the phrase 'lightning reflexes'?

4. What must Ronaldo do to ensure that he is not 'dropped' from the team?

5. Identify the TWO reasons why Ronaldo feels that he needs to secure his future.

6. What does the word 'conflict' mean?



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7. What features would you expect to find in an interview?

8. Think of TWO more words that mean the same as 'talented'.

9. What does the word 'paramount' mean?

10. What are team tactics and why do you think they must be kept secret?

11. Why is having lots of social media followers a good thing for advertisers?

12. What is the purpose of the final comment?





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13. Who does Ronaldo play for? How do you know that?

14. What does the phrase 'bagged' mean in the context of this interview?

15. What do you think the phrase 'an ability to read the game' means?

16. '...there isn't much to separate us...' What does Ronaldo mean by this?

17. What does Ronaldo mean when he says, 'I need to make sure the future is secure for my family'?

18. What does the word 'sighing' suggest about Ronaldo's reaction to the question?



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19. What does the phrase 'club giants' suggest about Juventus and Real Madrid?

20. Do you think Ronaldo is happy to be called 'ambitious'?

21. Do you think this interview has a formal or informal tone? What makes you think this?

22. Why is it important for the teams to play on neutral ground?

23. What does the phrase 'mega global' suggest about the size of the companies?

24. Why does Ronaldo think it's inevitable that the media will compare Messi and himself?



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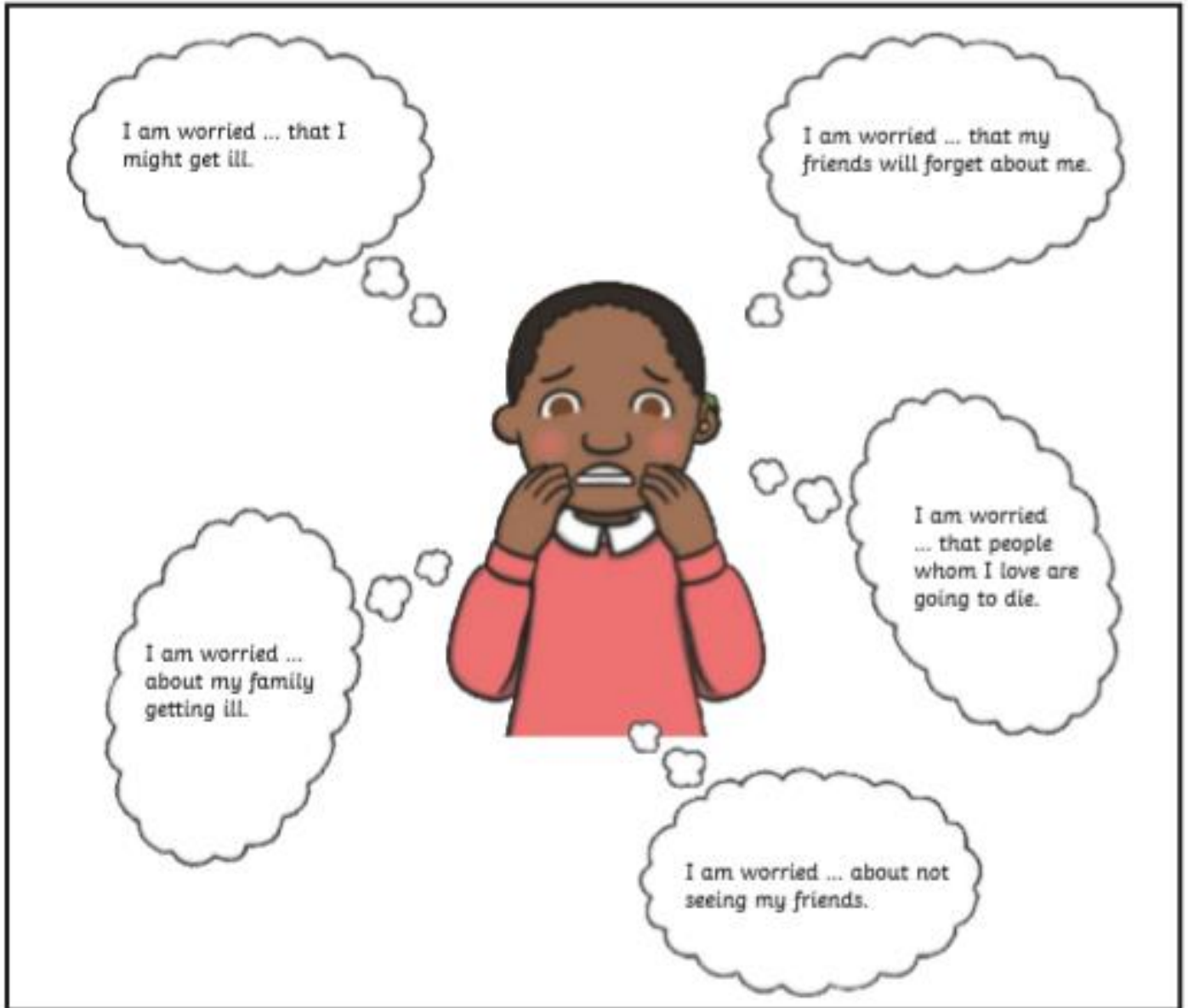
Identify whether you would normally find these features in an interview.

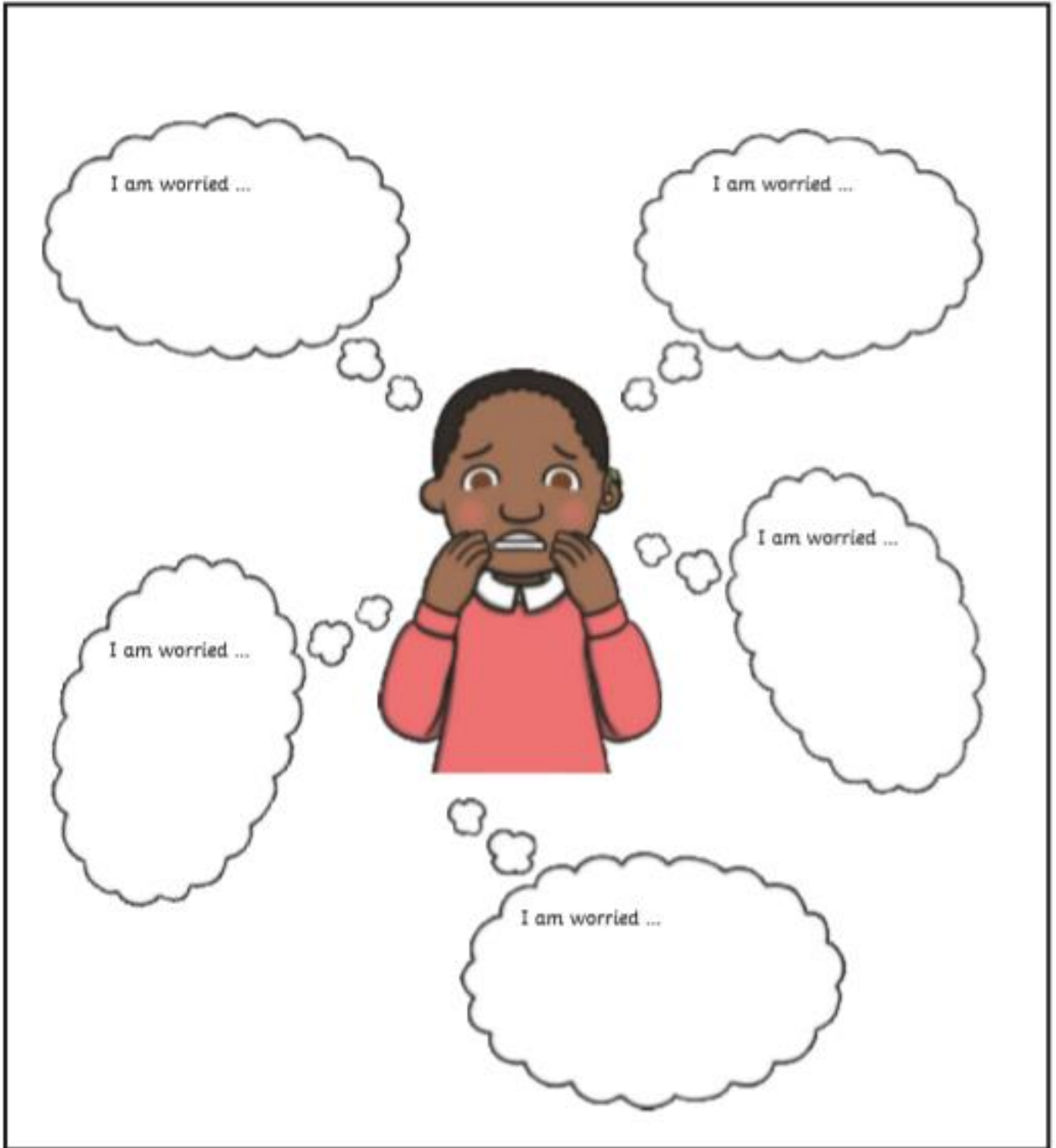
Feature	Found in an interview	Not found in an interview
names on the left followed by a colon		
speech marks		
no speech marks		
open-ended questions		
instructions		
yours sincerely		
brackets		
personal facts, thoughts and feelings		
question marks		

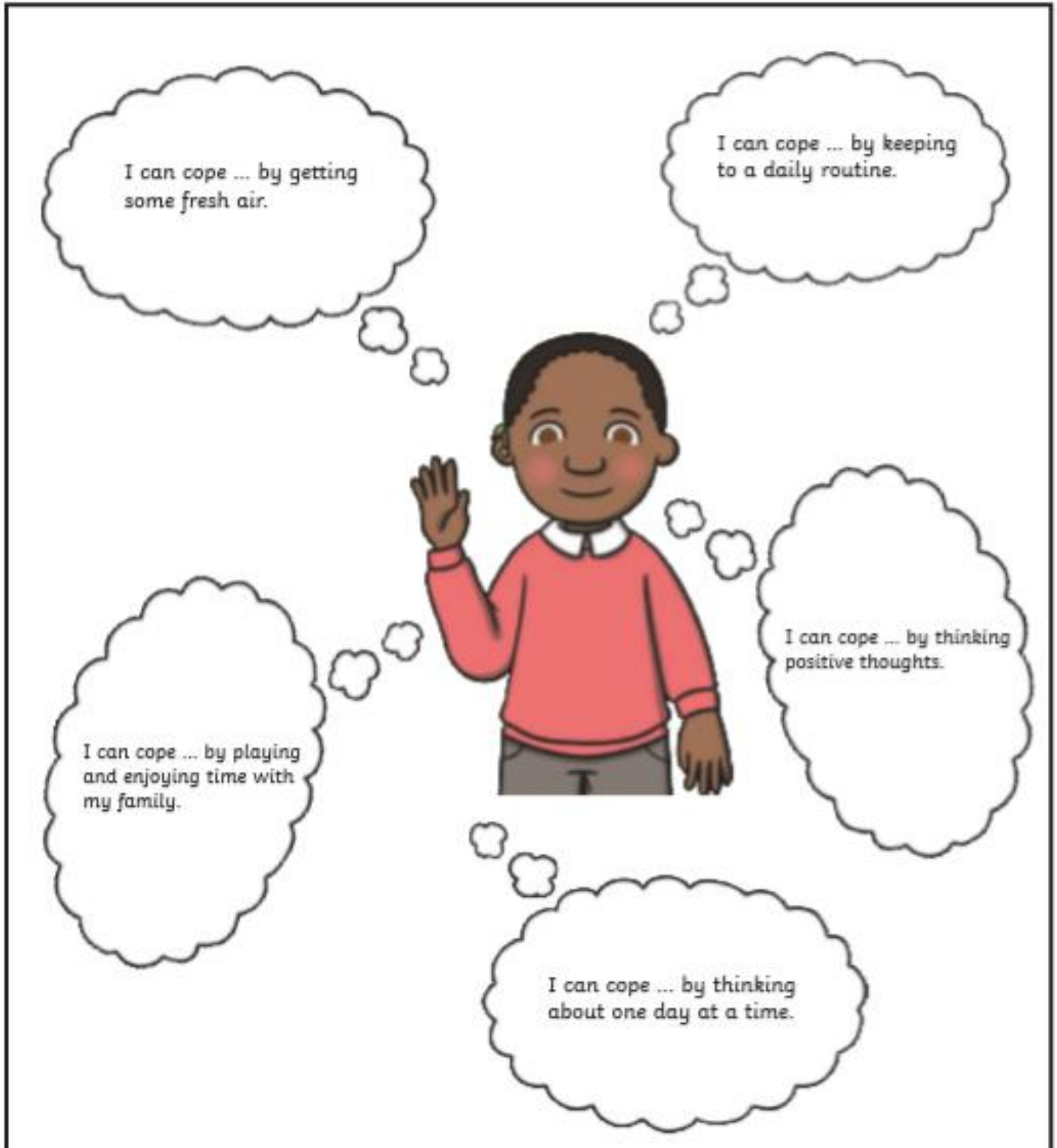
### Section B

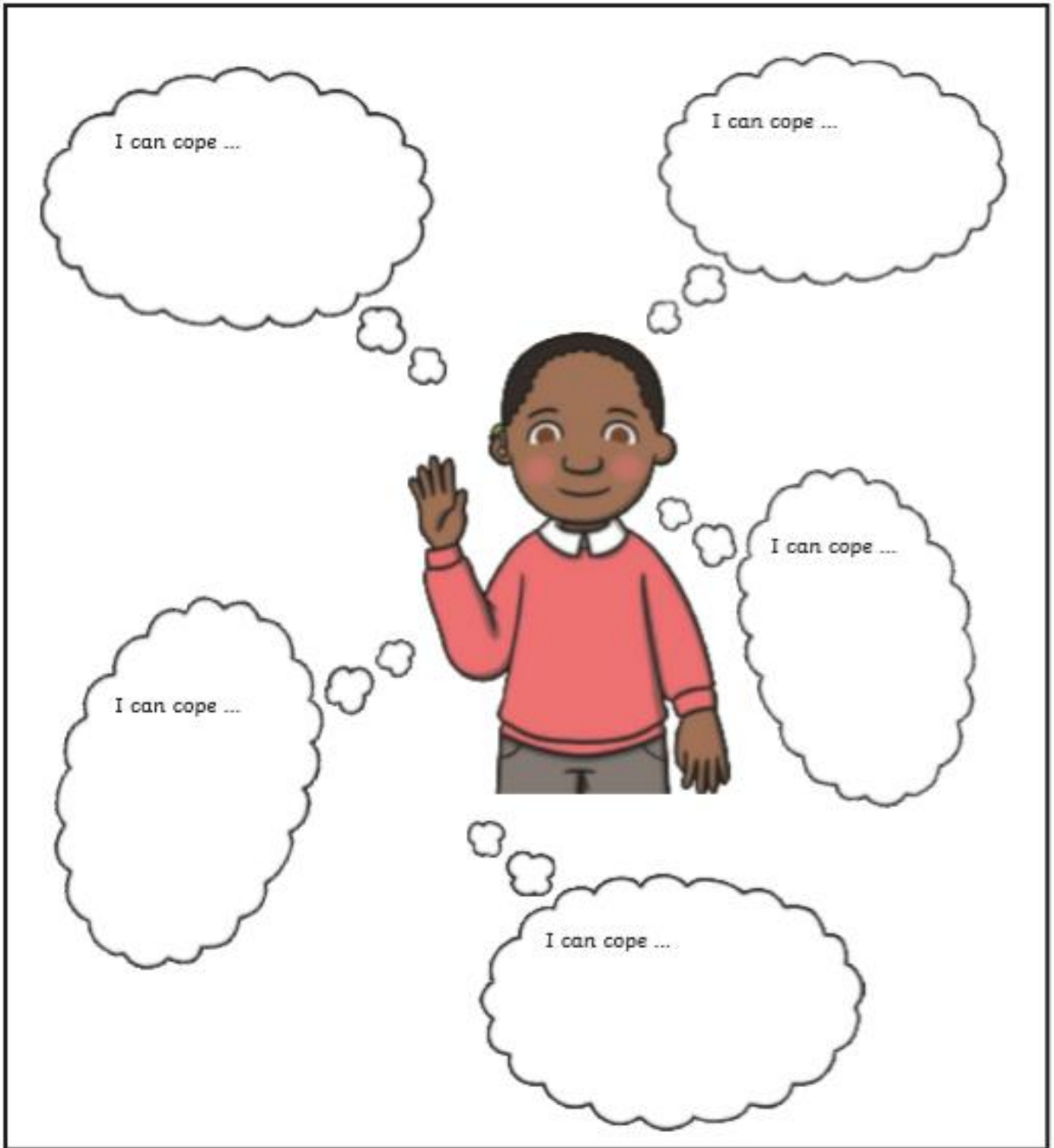
Expand these contractions back to TWO words.

you're	_____	weren't	_____
they're	_____	shouldn't	_____
couldn't	_____	aren't	_____
they've	_____	won't	_____
wouldn't	_____	it'll	_____
doesn't	_____	who's	_____
mustn't	_____	what'll	_____
shan't	_____	mightn't	_____









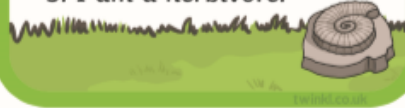
## Who Am I?

1. I am a carnivore.
2. I walk on 2 legs.
3. I have small arms.



## Who Am I?

1. I have the smallest dinosaur brain.
2. I have large upright plates from my neck down my back.
3. I am a herbivore.



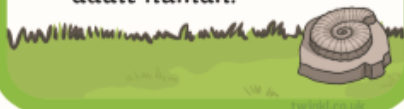
## Who Am I?

1. I am a carnivore.
2. I have a pointed beak.
3. I fly using my wings.



## Who Am I?

1. I am a carnivore.
2. Although I have feathers I cannot fly.
3. I am smaller than an adult human.



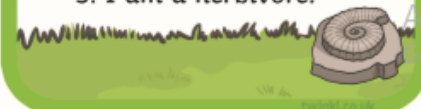
## Who Am I?

1. I am a herbivore.
2. I walk on 4 legs.
3. I have 3 horns on my head.

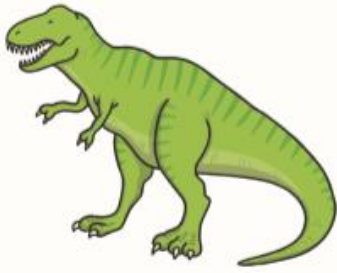


## Who Am I?

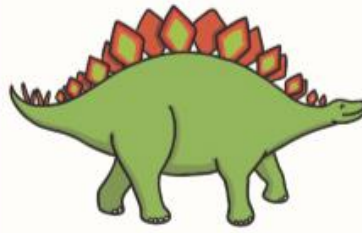
1. I am the heaviest dinosaur.
2. I have a long neck and tail.
3. I am a herbivore.



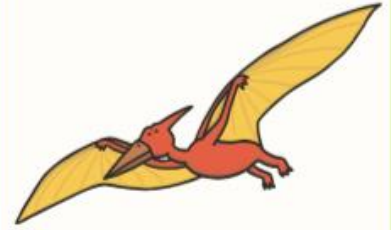




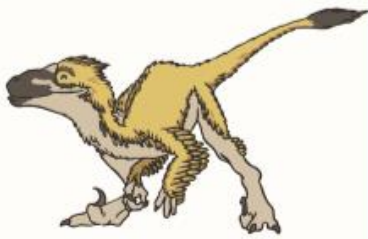
**I am a  
Tyrannosaurus rex!**



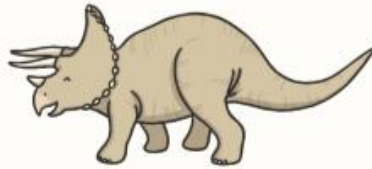
**I am a  
Stegosaurus!**



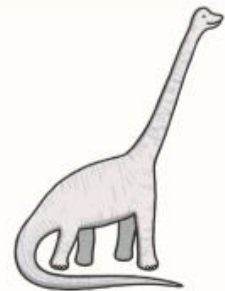
**I am a  
Pterodactyl!**



**I am a  
Velociraptor!**



**I am a  
Triceratops!**



**I am a  
Brachiosaurus!**

## Identifying Different Types of Noun: Colouring

Colour in the grid using the key below.

blue = proper noun	red = abstract noun	brown = collective noun	green = common noun	yellow = compound noun	concrete noun = 0
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person	Rob	network	class	pocketknife	Tim	sympathy	chimney
Barbie	England	Sony	guidebook	orchard	loyalty	forest	justice
information	Ribena	computer	flock	sportsman	soil	misery	fleet
parent	Cadbury's	wheelchair	rainbow	troupe	London	window	knowledge
Tesco	Devon	Alice	galaxy	headquarters	Wales	business	belief
student	Spain	inferno	paperback	quiver	president	intelligence	clan
skip	Ben 10	floodlight	bouquet	clockwork	awe	congregation	honesty
France	Xbox	Ireland	windpipe	army	Lucy	chaos	air